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ABSTRACT

This paper is divided into three parts: compensatory education and its future, the kind of teacher education which will be used to support these compensatory trends, and a bibliography selection to provide background for both sections. The first part reviews the present condition, developments of compensatory education, the implications of future developments in other areas of education, and value judgements. The second part, implications for teacher education, concerns the forces and trends effecting education. Also included is an outline summary of what content might be offered to future teachers to support the compensatory education movement and the likelihood of such content actually being offered. The final section includes an annotated bibliography on teacher education and further selected bibliographies on teacher education, compensatory education, selected programs and demonstrations, selected project descriptions and discussions, compensatory programs and demonstrations, selected project descriptions and discussions, and compensatory programs. (MJM)

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COMPENSATORY EDUCATION: IMPLICATIONS FOR TEACHER EDUCATION

by Martin Haberman

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FOREWORD

Rarely has any topic received more attention on the part of the general public and the education community alike than has compensatory education. Programs in recent years have been entered into with great fanfare and great hope. There is a spate of research and a multitude of testimony--both pro and con--on the subject. Currently there is a tendency for educators and the citizen alike to look critically at the program to examine the very assumptions upon which compensatory legislation was enacted and upon which the programs continued to be supported. In this ERIC document, Dr. Martin Haberman, using his usual incisive, analytical tools and his cogent writing, provides a sound background for a critical analysis of compensatory education. This document is a useful one as a point of departure and a source of ideas on where to find in-depth reading on the subject. We strongly encourage each reader to read diverse viewpoints, varied research reports, and program descriptions--to seek out for himself those which are most sensible and relevant for his particular situation.

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You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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The Clearinghouse appreciates this contribution from Dr. Haberman. Certainly, he would be more than amply rewarded if his ideas, information, and insights contribute to the development of a richer educational program, and hopefully a richer life, for the millions of children and youth who are limited in their hopes for the future by the iron grip of poverty and other forms of deprivation. It is with this expectation that the Clearinghouse adds this document to the very extensive literature on the subject of compensatory education.

--Joel L. Burdin
Director

September 1972

ABSTRACT

This paper is divided into three parts: compensatory education and its future, the kind of teacher education which will be used to support these compensatory trends, and a bibliography selected to provide background for both sections. The first part reviews the present condition, developments of compensatory education, the implications of future developments in other areas of education, and value judgments. The second part, implications for teacher education, concerns the forces and trends effecting education. Also included is an outline summary of what content might be offered to future teachers to support the compensatory education movement and the likelihood of such content actually being offered. The final section includes an annotated bibliography on teacher education and further selected bibliographies on teacher education, compensatory education, selected programs and demonstrations, selected project descriptions and discussions, and compensatory programs. (MJM)

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TOPIC: *"Compensatory Education: Implications for Teacher Education."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

*Compensatory Education
*Compensatory Education Programs
*Educational Change
*Educational Programs
*Teacher Education
*Teacher Education Curriculum

*Asterisk(s) indicate major descriptors.

COMPENSATORY EDUCATION: IMPLICATIONS FOR TEACHER EDUCATION

by Martin Haberman

INTRODUCTION

"Teacher education should be responsive to the needs of children and youth" is a cliche. Someone else always speaks for children and youth, and even when they speak for themselves, they have already been socialized to accept or turn off the process of schooling.

I begin by recognizing my biases and my inability to represent "the real" needs of anyone. Further, my basic assumption is that as a teacher educator, I can never deal with students' real educational needs but must limit my analysis to those needs and achievements which occur in schools.

The resume of the state of the art of compensatory education is important because this movement is clearly the greatest outside force (i.e., money, personnel, and programs) on public schools today. This means that if teacher education is to be responsive, we must prepare teachers to deal with the compensatory education movement. At present, the reverse is true; that is, we prepare teachers for what college faculty perceive as real or desirable and then leave the graduates to cope with compensatory education on their own, as individual practitioners.

This paper is divided into three parts: compensatory education and its future; the kind of teacher education which will be used to support these compensatory trends; a bibliography selected to provide background for both sections, keyed to the ERIC system.

It cannot be sufficiently stressed that I do not necessarily support the predictions made for compensatory education and for teacher education. This analysis summarizes my calculated hunches about what is likely to happen and not what I regard as desirable.

THE PRESENT CONDITION

It is unfortunate but true that the term compensatory education is intelligible to most Americans. Many people think it means helping children and youth of certain minority backgrounds to make themselves more amenable to schooling and/or to make up for learnings they have failed to achieve in usual ways at normal rates. The widespread use and general agreement regarding the meaning of this term should be considered in the light of two fundamental conditions.

First, most members and certainly every spokesman for a minority group which is described as needing compensatory education, resents the term. Second, professional educators generally reject the concept compensatory and point to the obvious; that schools should serve people and not vice versa.

The clear implication is that schooling is desirable and that individuals who are predisposed to be successful in schools have more of the "good" value while others have lesser amounts. This latter group is considered to be deprived. By definition, when someone needs compensation he is lacking in something. This lack is not genetic, unless we are racist; neither is it lack of knowledge which children will naturally gain in the normal course of schooling. This lack assumes an absence or inadequate set of personal and social conditions which predispose one to learn in school. This lack is located in the pre-school and/or out-of-school environment, hence cultural deprivation. There is no way, therefore, to accept the term compensation without also making the tacit but inevitable assumption of cultural deprivation.

Sociologically, of course, culture is an all-encompassing term--more than some accumulation of desirable concepts. Since humans are subgrouped, there can be no universal scale which supports the notion of everyone having more or less of the same culture. Even geneticists who conclude there is an inherent intellectual inferiority which is racially linked are sophisticated enough to try to account for cultural *differences* rather than deprivation in their analyses. University-based experts in education have supported social scientists and lay citizens in rejecting the concept of deprivation.

The term "compensatory" has had widespread but not universal rejection since many school people hold the notion that school curricular are universally relevant and that all children develop at generally similar rates. These assumptions support the conclusion that some pupils have achieved normal amounts at appropriate times while others should catch up. On the other hand, university-based educators and social scientists have generally rejected this definition of compensation on the assumption that all achievements must be normally distributed, thus making half of the population below average on any continuum. Every rational expert also questions the universal goodness in any school curriculum. It is cultural biases (differences) which explain the consistant failure among social groups and not the universal relevance which school people assume to build the argument for compensation.

This lengthy review of the pernicious terms which title this paper has been pursued for two reasons: 1. The acceptance of these terms into the American language and their widespread use for more than a decade by most Americans is evidence of a fundamental contention of this paper: that the present conditions of schooling in the United States vis-a-vis the economic poor and the ethnic minorities has not been achieved mindlessly but systematically. 2. The real meanings of compensatory and culturally deprived, in spite of the fact that they are totalitarian and inaccurate, are precisely the most useful for understanding the present condition of schooling in America.

The first condition of this analysis then is that a set of linguistic terms have been established and that these terms systematically control the feeling, thinking, and action levels of our response. The opposite of compensatory education which assumes one standard for all would be individualized education which anticipates different outcomes.

The opposite of culturally deprived which assumes participation in one group and one set of common values for all would be culturally pluralistic. The basic assumption of this paper is that neither genuine individualization or equitable cultural pluralism will ever occur in American schools and that the language we have institutionalized as common parlance, i.e., compensatory and culturally deprived, now controls the way we think about, plan for, deal with, and evaluate the education denoted by those terms. The first condition for understanding any human problem is the language used for conceptualizing that problem; nowhere is this principal more clear than analyzing "compensatory education for the culturally different."

The second essential condition for understanding this analysis is the larger setting of public schooling in the United States. We commonly hold six sets of goals for schools. Listed in no special order, they are

- *Positive self-concept*--the quality of self-understanding and acceptance which is generally regarded as the emotional health needed to develop one's potentialities.

- *Citizenship*--the ability to relate and cooperate in ways which contribute to the general welfare and, at the same time, to gain personal rewards and well-being from group achievements.

- *Basic skills and knowledge*--the development of guides for what one does and believes and the monitoring of these values to see that they are congruent with one's feelings; the basis for making like choices rather than merely responding to situations.

- *Aesthetics*--the persistent interest and independent skills to pursue the arts, music, dance, physical education, theater, literature, and the full range of human expression beyond the scientific and technical responses.

- *Health*--the full range of personal, i.e., physical and mental, well-being, as well as participation in the environmental and social concerns of war, disease, and ecological problems.

Obviously, these are broad goals, seldom discussed in public. Nevertheless, they can be found in any school district that has committed its schools' goals to writing. Limited objectives, such as reading, although merely means for achieving these grander ends, have long ago replaced the long-range goals--at least in the minds of the public and in the discourse of most of the experts who shape educational thinking. Resurrecting these real, long-range reasons for schools is only a momentary exercise at this point in order to state the second critical condition influencing this analysis of compensatory education for the culturally deprived. This contention may be stated briefly. The public schools are presently failing all children and youth in meeting their six real sets of purposes. In place of recognizing the points at which all children and youth are not achieving, it is expendient to accept the present structure which deals with short

range, substitute purposes (e.g., phonics, new math, spelling) and take the positon that the system is basically sound since "only" 40 percent (approximately two out of five) who are culturally deprived are not being soundly educated.

For purposes of this analysis, I accept the short sighted notion that the real goals are unreachable in present forms of schooling and that the means (i.e., reading, math, etc.) which actually do limit the number of disadvantaged to "only" about 40 percent, are the operational objectives.

The third condition is an organizational truth. Although schools were originally created to serve society by socializing youth with Bible reading, there was no self-serving school bureaucracy. Today the paramount need is to serve the social system called school by making the clients fit it, rather than vice versa. This condition explains why, except for the level of rhetoric by a handful of writers, we are willing to behave as if the system is functionally sound and that approximately 17 million pupils are culturally deprived. Rather than recognize the obvious truth--that the system is inadequate--we are willing to (a) seize on new goals for public education in America and (b) regard any number of individuals as failures before questioning the system. If a social institution is willing to abandon its goals and its clients, what more evidence is needed to describe it as a self-serving bureaucracy? Once again, for purposes of this paper, I am assuming that since the only basis on which this problem will continue to be addressed in future will be to seek means to significantly change the clients and preserve the organization, I will make the analysis in terms of client change.

In sum, my basic assumptions are a precise reflection of the situation as I observe it. Those of us with more socio-economic power consciously recognize the competitive nature of educational achievement and the value of that achievement as basic to our children's occupational and social well-being. We have a deep personal stake in supporting the officials and policies which make our loved ones successful, even at the expense of others "less fortunate." We justify our actions by contributing billions, but insuring that this money is spent in ways which (a) define the problem with language that makes successful conceptualization of a solution impossible; (b) raise pedestrian means (e.g., skills achievement) to the level of long-term educational goals; and (c) seek to make millions conform to a debilitating system rather than risk losing the present benefits of advantaged groups. I accept these conditions (certainly not as a person or as an educator), but as givens in the analysis which follows.

DEVELOPMENTAL TRENDS

The literature describing and evaluating school programs for the deprived is large and increasing. In the past 3 months I have studied approximately 500 reports which must surely constitute close to the total ERIC system's holdings for all items which bear "compensatory

education" as one of their major descriptor terms.[1] Second, I have reviewed and selectively (re)read articles, chapters, studies, and books not carried in the ERIC system and included among the 10,000 selected items compiled by Meyer Weinberg.[2] Third, the publications, summaries, and bibliography provided in the IRCD Bulletin have been extremely helpful.[3] Fourth, proposals based on evaluations of selected great cities' schools have been analyzed in detail; these include the Passow[4] and Clark[5] proposals for Washington, D.C. as well as some of the lesser known ones.[6] Fifth, the sources of the federal and state governments related to Head Start and Title I have been carefully reviewed. In-depth study has been focused on the results of the Westinghouse studies of Head Start[7] and the Office of Educations' own evaluation of its Title I projects.[8]

In spite of the fact that I have kept current with this literature over the past 15 years and have devoted the last 3 months to an intensive review, I do not feel my expertise is complete. It goes without

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[1]Computer Search of ERIC Collection (Columbia: South Carolina State Department of Education, Research Information Unit, 1971).

[2]Meyer Weinberg, The Education of the Minority Child (Chicago: Integrated Education Associates, 1970), p. 530.

[3]Information Retrieval Center on Disadvantaged publishes the IRCD Bulletin. This is the ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University. Two recent and useful examples of this Bulletin are (1) Edmund W. Gordon, Compensatory Education: Evaluation in Perspective, 6; December 1970. (b) Adelaide Jablonsky, Status Report on Compensatory Education, 6; Winter-Spring 1971.

[4]A. Harry Passow, Toward Creating a Model Urban School System: A Study of the Washington, D.C. Public Schools (New York: Teachers College, Columbia University, 1967), p. 593. (Mimeographed.)

[5]Kenneth B. Clark, Design for Washington, D.C. Public Schools (report prepared for the Board of Education, 1970). (Mimeographed.)

[6]Barbara R. Heller and Richard S. Baretts, Expand and Improve... A Critical Review of the First Three Years of ESEA Title I in New York City (New York: The Center for Urban Education).

[7]Victor G. Cicirelli, "Study for the Evaluation of the Effect of the Head Start Program on Children's School Readiness and Early Performance" (paper prepared for the Operations Research Society of America annual meeting, April 20, 1970, Washington, D.C.). (Mimeographed.)

[8]U.S. Department of Health, Education and Welfare, Office of Education, Education of the Disadvantaged: An Evaluative Report on Title I, Elementary and Secondary Education Act of 1965, Fiscal Year 1968 (Washington, D.C.: the Office, 1970), p. 268.

saying, therefore, that my feeling regarding most of the writers and summarizers in this field is that they have insufficient scholarship for reaching the generalizations and making the recommendations they put forward. This is neither an exercise in humility nor a blanket disparagement of others, but a critical dimension of this analysis. I don't believe anyone can have all the necessary information or be aware of all the programs. Further, and more importantly, the material that looks like hard data, such as money expended, numbers of programs initiated, numbers of students reached, schools or districts involved, and professional personnel utilized, are all subject to spurious accuracy. The simple truth is that no one has precise answers to anything important. Assume we were to delimit this analysis of compensatory education of the culturally deprived in Title I programs (which we cannot do), and assume further that only those programs funded between 1965 and 1968 were to be considered, and assume still further that we limit ourselves to a study based on a sample of those programs. We would still come up with an inadequate set of data which cannot possibly answer basic quality concerns such as Did the programs help the children? We have only a pile of data which attempt to appear "hard" about the scope, setting, and background of Title I programs, but which achieves instead a level of consistent spuriousness. I cannot accept that the Office of Education[9] knows that in 1968 there were 16.8 million educationally deprived school age children and that these included 14.2 who are also economically deprived.[10] This report carries figures into decimals, which supposedly indicate the number of programs, participants, the average annual expenditures per participant and provides elaborate cross tabulations of these and other factors.

The data reporting style I will set for myself in this analysis is more than a question of preference, it is my best judgment that given the nature of policy recommendations, we all ought to use approximations and ranges. Those in government can be forgiven their attempts to satisfy Congress that they are knowledgeable and in control of expenditures. The rest of us are free to be more honest and to recognize that since we will arrive at massive conclusions about nationwide developments, it makes more sense to refer to a "substantial minority" designated as culturally deprived rather than to 39.2 percent or even to two out of five. Similarly, it is wiser to state the federal expenditures for the disadvantaged are more than $10 billion, than attempt to add all the appropriations for all the relevant acts, to somehow determine the exact amounts expended, and to then subtract. This is not to demean efforts toward greater exactness but to recognize the tendency to make grandiose policy decisions on a few scattered reports, replete with spurious determinations. Broad policy can be just as well (better) set by general understandings and trends which are free of picayune irrelevancies.

My best estimate is that there have been and are now thousands of programs, involving millions of personnel, tens of millions of children

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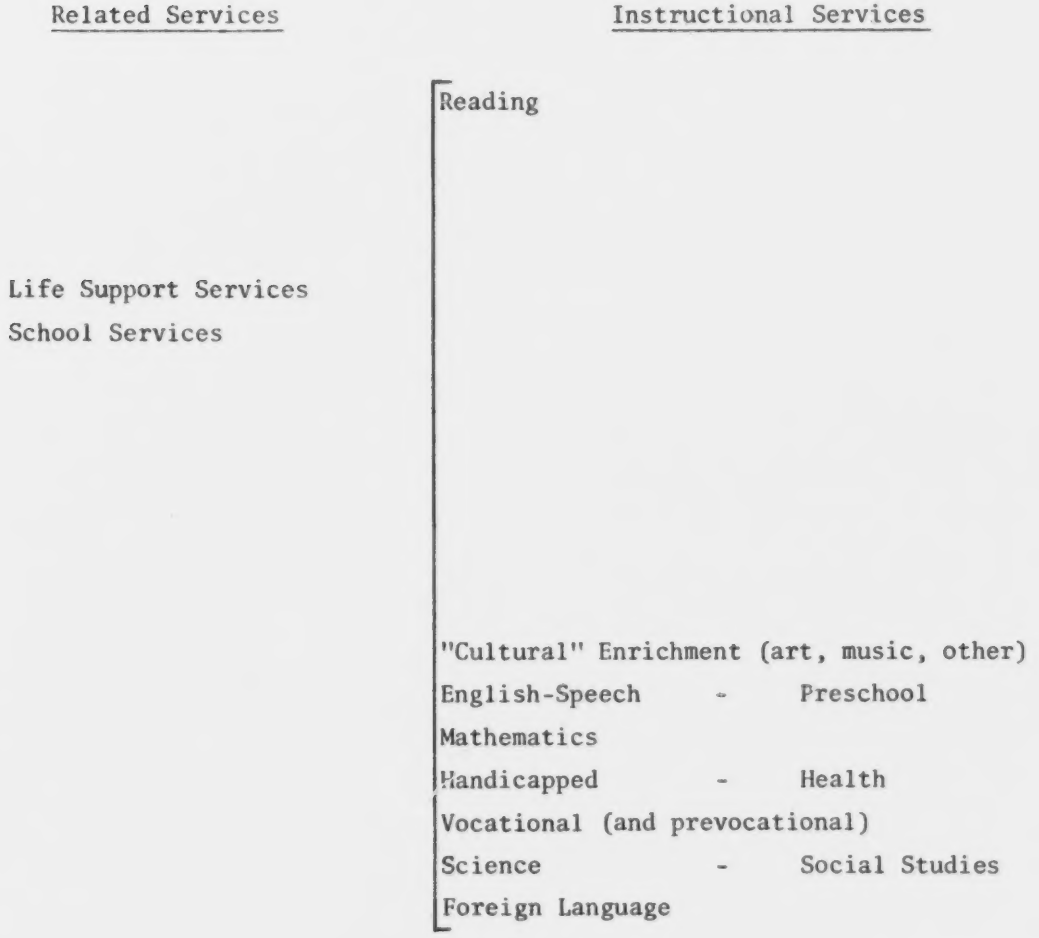
[9] Ibid., p. 7. [10] Ibid.

and youth, at a cost of billions, in every state, for more than a decade, which have attempted to compensate for cultural deprivation. I assume the great majority of the compensatory money has emanated federally and has been channelled through existing state departments, school systems, and related welfare agencies. I estimate further, that since per child, per year expenditures are invariably less than $100, that special forms of support for the deprived seldom approach one-fifth of the total cost of that child's annual schooling.

My best estimate is that the kind of program content reported in Title I is representative of the content which characterizes the universe of programs. The relative effort for various instructional activities can be depicted as in Figure 1.

Figure 1

RELATIVE EFFORT FOR VARIOUS INSTRUCTIONAL ACTIVITIES



The level of effort devoted to life support services (i.e, clothing, food, medical care) is greater than that expended for school services (i.e., guidance, library, social work, transportation), but both of these forms of services are at a higher level than any other content, with the exception of reading. These generalizations are my best estimate of effort, combining dollar costs and youngsters served.

My estimate is that the children and youth which these programs reach are not those who are the most disadvantaged and that what is true for Title I is generally true. According to the Office of Education, "not all of the disadvantaged pupils participate in the special programs designed for them. In the lowest income group and among pupils whose teachers do not expect them to go beyond the 8th grade because of lack of ability, only 50 percent participated."[11] My estimate is that the most deprived youngsters attend classes which are grouped by some measure of ability. Black and other minority group youngsters are more frequently grouped by ability without regard to subject (e.g., slow learning class) than white deprived who more frequently appear in special ability groups (e.g., slow reading class).

The vast majority of deprived pupils attend classes comprised principally of one race. The vast majority of deprived pupils attend schools with faculties comprised principally of one race.

The "disclosures" that school districts with low per-pupil expenditures receive proportionately less financial support than districts with high per-pupil expenditures is unimportant when one compares actual dollar amounts. It is also a misleading "expose" since higher spending districts inevitably use more funds for organizational and administrative support services than low spending districts.

If I were to rank the areas in terms of their numbers of deprived, it would be as follows:

- Rural Areas
- Small Cities (under 40,000)
- Suburbs
- Middle-sized cities (40,000-500,000)
- Large cities (over 500,000)

My estimate of buildings is that an equal minority are both old and new. A majority of facilities were built after 1920.

Almost all teachers who teach the deprived are certified personnel. Most have taken in-service work within the last few years that is related to helping the deprived. A preponderance of teachers live outside the districts in which they teach.

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[11] Ibid., p. 104.

Most youngsters are still taught in self-contained classes of fairly large size--more than 25. Large urban areas still have most of the largest size classes.

Most deprived youngsters are white, however a markedly disproportionate share of black, Spanish-speaking and Indian are classified and treated as deprived. This disproportion is lower among Spanish-speaking youngsters than among blacks.

Most deprived pupils attend schools where less than half of the pupils are considered deprived. A minority of deprived pupils attend schools where more than half of the youngsters are considered deprived, most of these schools being in large urban and rural areas.

About half the youngsters considered deprived come from families with annual incomes under $6,000. Half come from families with annual incomes higher than $6,000.

A heavy majority of deprived youngsters come from homes where the father is present. A majority have fathers who are also employed. Most unemployed and absent fathers are in large cities.

Preschool experience for the deprived are most common in urban areas and least common in rural areas. A majority of urban children now have these early school experiences while only a minority of rural children do.

Teachers are least optimistic about deprived youngsters' potenitals in large urban schools and become only slightly more optimistic in smaller cities. Estimates vary, but my best guess is that elementary teachers of urban deprived may perceive one-quarter to one-third of their classes as lacking the ability to complete high school.

A substantial minority, perhaps one-fifth, of the children dealt with as deprived are in need of only life support services such as food, clothing, and medical care. They need no special educational treatment.

Most of the programs offered the deprived emphasized some area of basic skills (i.e., reading, computations, speaking) or basic academic areas (English, mathematics, preschool skill, and concept development). The evaluative research is generally inadequate since it was poorly funded, beyond the competence and interest of most school people, and confounded by understandable drives to serve as many pupils as possible and not withhold possible benefits in order to randomly assign youngsters or to set up control groups with no (desirable) treatments. Were all these conditions not true, and any one of them is sufficient to prevent genuine evaluation, evaluative efforts would have failed to control all the intervening variables which account for individual learning. And assuming even this hurdle could be surmounted, most treatments lack sufficient specificity, while most of the instrumentation for evaluating learning (standardized achievement tests) are inadequate means for assessment--according to even the hardest-nosed.

In any event, the multitude of programs for the disadvantaged are evaluated primarily on the basis of testimonial evidence and a fiscal auditing approach which accounts for expenditures. Following are my best estimates regarding the results of programs for the deprived.

- Whatever gains are achieved by deprived pupils in basic skills areas during their participation in special programs are washed out as these services are withdrawn and the deprived are returned to regular programs.

- Deprived pupils do not change the rate of learning in basic skills areas; to ever expect them to catch up with non-deprived learners is unreasonable.

- Deprived learners fall further behind non-deprived learners in basic skills areas as they move higher in the grades--regardless of whether they have participated in compensatory programs or not.

- Deprived pupils who gain most in basic skills areas are white and have parents with more education and higher income than deprived pupils who learn less.

- Deprived pupils who gained most had teachers who predicted more of them could learn more than deprived pupils with teachers who make lower predictions.

- A large (perhaps significant) number of deprived pupils who achieve higher are in schools with low concentrations of deprived pupils.

- Compensatory reading programs do not generally overcome the deficiencies that correlate with poverty. Lower income students show less gain in reading than higher income students even within compensatory programs.

- Parents' educational levels and occupations remain effective predictors of deprived pupils' school success.

- Deprived black and Spanish-speaking pupils show less gains than whites in special compensatory programs.

- Learning to read in programs serving the deprived is not a function of how many hours are spent in reading activities or what pupils do in addition to reading.

- Teacher expectation is a reliable predictor of reading gains in programs for the deprived.

- Health and life services are frequently overlooked or regarded as less basic than they are in a majority of programs.

PROBABLE FUTURE DEVELOPMENTS

The significant differences between deprived and nondeprived groups will continue to be based on income and ethnicity. These factors not only affect learning directly, but also influence the teacher expectations which exert indirect controls As a result, there will be an increasing number of those designated as deprived since lower income and minority groups have more children.

Deprived pupils will continue to fall an increasing distance behind non deprived groups--as these distances are measured in standard achievement terms. In short, every discriminating trend summarized in the preceding section will be accentuated.

Undergirding this rapid expansion of the problems will be the application of less creative treatments in an increasing number of programs. Reading and basic skills will move from its present major emphasis to a dominant position of supreme purpose. Whenever problems become too complex and too long-term it is inevitable that oversimplification sets in and becomes established. The basic skills taught through firm and systematic practice fits the bill perfectly--especially since the deprived agree with the school people on this issue. The funding agents support this trend since they need hard data, such as achievement gains, to justify their programs.

Schools will continue to support an increasing proportion of their regular responsibilities with funds from programs for the deprived in effect, using more and more "special" federal funds for more and more of their regular services. Less threats of organizational and administrative change will come from accepting federal funds. The principle will be evermore firmly established that local educational agencies control their bureaucracies.

The level of aid to deprived pupils in non-public institutions will remain at approximately its present proportion. Alternative schools, community schools, radical and new forms of schooling will not get any appreciable number of deprived students or federal support.

Efforts to humanize education (e.g., open education) or in some way achieve the six sets of broader purposes set forth previously in this paper will become even more rare in programs for the deprived. Innovations in school organization (e.g., unitized curricula); in instruction (e.g., individualization); in pupil grouping patterns (e.g., family grouping); in utilizing community people and resources; in new content areas (e.g., ecology); in teaching (e.g., differentiated staffing); and even in calendar (e.g., year-round school) will become field-tested or established in non-deprived schools and will remain largely ignored in schools serving substantial numbers of the deprived.

The essential sameness in treatments for urban, small town, and rural deprived will continue; that is, the same ineffective treatments will be administered in the same ways. Equality of opportunity will continue to be operationally defined as sameness in purposes (e.g.,

basic skills), sameness in assumed causes (e.g., language deficiencies), and sameness in treatments--more formalized instruction. In addition to lack of recognition for ethnic subgroups, sex differences will continue to be ignored; male and female deprived will continue to be treated similarly.

IMPLICATIONS OF FUTURE DEVELOPMENTS ON OTHER AREAS OF EDUCATION

This is an exceptionally important question. One of my basic assumptions is that money expended on compensatory education is for the primary purpose of keeping schools essentially as they are with the lowest achievers remaining in the same relative positions. (See the section, "Value Judgements.") The first development we can expect in future, therefore, is for the non-deprived schools and citizens to be reinforced in their belief that their schools and curricula are generally worth preserving as they are. What is greater reinforcement to a static position than to have others clamoring for what you already have? Many non-deprived groups are daily reinforced into the belief that basic skills and school discipline are the goals of education in America by the criteria applied in schools serving the deprived. Since the first effect of future developments is to accentuate present trends, then the most obvious result will be that schools in general will be even less willing to change in the future than they have in the past.

This slowing down of even the natural rate of change, which in education is estimated as a 50 year lag between a new idea and its implication, is especially debilitating for two reasons. First, it is in the non-deprived schools where most innovation occurs. Second, there are a larger number of deprived pupils in non-deprived middle-income neighborhoods and suburbs than in the major urban areas of over 500,000. These youngsters are not likely to be served in new and more relevant ways when their existing schools are continually used as models for the deprived in great cities.

Another form of impediment to change derives from the fact that defining groups as culturally deprived automatically defines others as non-deprived. This means that all white, high-income schools do not need to be remediated for their racism, sexism, lack of concern for the individual, inability to help students reach the six sets of long-range goals, or to deal with persistent problems of daily living related to sex, drugs, cars, health, and emotional stability. In fact, the schools which serve the deprived are encouraged to seek the very forms of organization, curricula, instruction, grouping practices, and special personnel which have contributed to the causes of inadequate schooling in non-deprived areas. "We never had a guidance counselor." "We never grouped in this way before." etc., etc. are the mundane but actual ways in which less well-endowed schools serving the deprived select services (using federal funds) and replicate discrete elements in non-deprived schools. The cumulative result of this mimicry by the deprived schools may well be a replication of some of the very same weaknesses which now characterize our schools in general.

The second impact of "Developmental Trends" forecasts will be in the area of teacher education. When educating the deprived became a national movement, whole new fields of educational inquiry opened up. Educational sociology, psychology instruction, guidance, and administration became refocused on making school more relevant to the disadvantaged. Black, red, Hispanic studies; Engish as a second language; the life-style of the poor are just a few of the areas of new expertise. Methodologies (e.g., Bereiter and Englemann) and their undergirding psychologies (behavior modification) were added or resurrected. Related areas such as community organiztion, urban affairs, and the study of change theories are now actually competing with the areas formerly designated as foundations of education. About 1970 the development of these new components came to a grinding halt for two reasons: the job market for teachers started its downward trend; most of experts in universities had completed their full cycle from initially supporting special programs, institutes, and pilot programs to now believing that educational principles and theories are the same for all. It is now acceptable to once again believe that only practice or implementation differs and low level how-to-do-it can be learned in student teaching or in subsequent practice. The combined impact of no ready job market and educational faculties retreating to the traditional studies of their own graduate work makes any prognosis regarding the relevance of teacher education for the deprived quite dim.

A parallel pattern of development has occured in the field of in-service teacher education. The push of the early sixties which promised to make schools amenable to innovation was premised on the assumption that there must be better instructional methods, more effective materials, more relevant subjects, more equitable assessment, more humane organization, and more positive grouping practices. These hopes were naively optimistic since they all assumed that the system rather than the pupils were in need of repair. Such idealistic definitions of the problem resulted in ethnic basal readers, abortive attempts at I.T.A., talking typewriters, pupil-tutors, paraprofessionals, heterogeneous grouping, and a host of other "solutions," few still with enthusiastic personnel, and almost none with the kind of evaluation which would permit a second trial to attempt to implement corrections. With a haste that can only be explained by the recognition that we (school people) wanted to fail at system's change, we went through literally scores of treatments in hundreds of programs in order to show that nothing really works; that is, "nothing" that would assume a school breakdown. "Really works" means that minorities throw away their cultures; that the poor become fed, clothed, and ready to learn; that the pupils with learning problems be transformed through their own effort; and that all pupils demonstrate they can live by school rules and read on grade level. Such goals, which look ludicrous when strung out openly, are the covert but operative criterion variables which school people really hold when they use the term "really works." They know, of course, that these criteria can never be realized but their goal is to prove that the deprived are hopeless (hence the language "culturally deprived"), and therefore, altering the system (which is working perfectly for the non-deprived) is an erroneous course. The reason is not merely that the institution is anti-minority and anti-poor and anti-independence, but that teachers (and other school personnel) by definition,

are in a forced choice situation. Either they have failed or are in some way inadequate, or the pupils are to blame. Some group must bear the responsibility. (Once again, the term "culturally deprived!")

The more creative and genuine innovations which required reexamining purposes, seeking new procedures, and being open to self-criticism have now reverted to the tired old solutions. In-service efforts inevitably begin with solutions and seek out problems. Experienced teachers and principals start with advocating smaller classes, more reading instruction, ability grouping, and better pupil work habits; then they apply these pat remedites to all symptoms. It would be analogous to physicians who were able to administer one, two, or three aspirins and nothing else, but who were charged with meeting the full range of human afflictions. In titutional bigotry combines quite readily with the professional need to free ourselves of responsibility for educational problems. The net result was a period where we went through the motions of considering changes in school organization and programs. Now that we have "proven" the problems are still here and in magnified form, we can get on with the real job of shaping up the pupils.

In-service teacher education will be more important than university education in the future. Less turnover in jobs, less need for new people, and more direct funding for teacher controlled in-service teacher education will all accentuate this trend away from universities. The hundreds of millions to be spent by the Office of Education in the next 14 years[12] will underwrite a massive in-service teacher education effort to demonstrate the essential nobility of teachers' instruction; the appropriateness of school programs; and the non-readiness, perversity, or hostility of youngsters. This is not to imply that universities could do better but to point out the parallelism in the trends of pre-service and in-service teacher education.

Another area which will be affected by the trends stated earlier might be conceived as a sector of concern. This relates to taxes and public support for education. The net effect of compensatory programs becoming less innovative and supporting traditional school services is that the federal government is underwriting a portion of local education. Under the guise of helping special pupils in special ways (more true at the beginning of the compensatory movement in the early sixties) the compensatory movement now does "radical" things like pay for remedial reading, school lunch, library, math programs, etc. By defining culturally deprived as low income pupils with teachers who expect them to learn little, a substantial minority, perhaps 40 percent, of all youngsters are included in this category. When this scale is reached and when the solutions are so obviously the normal treatments, what else can we conclude but that the federal government is helping to support public schools under the ruse of aiding a special population. "Special"

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[12]Sidney P. Marland, Quoted in "Washington Report," Phi Delta Kappan, 53; January 1972. p. 334.

populations do not total 40 percent and special treatments are obviously not reading, writing, and arithmetic. Without a direct act of Congress and by maintaining the fiction that education is a local responsibility and a state function, the federal government has conceived an elaborate means of helping to support public education.

This, in my best judgment, is not a mindless situation, but a plan by those who have been in the executive branch of the federal government over the last three administrations to preserve public schools from radical change. The last three presidents and their immediate advisors have recognized that the greatest danger to public education does not emanate from the schools' failures but from its supporters who are unable or unwilling to pay continually increasing property taxes. The revolt of such non-deprived groups would involve an infinitely greater threat to the social institution of school, than any complaints of culturally deprived groups. The trend is obvious; increasing federal support, ostensibly for special services, but to preserve the traditional fiction of local control for as long as possible. It does not take great insight to see that educational services for the preschooler, the handicapped, the deprived, the vocationally oriented, and the dozens of subspecialties in all these fields makes the federal government's concerns quite regular and not at all special.

Research and development is another area which will be influenced by the above mentioned trends. The retrenchment of university scholars into basic principles and out of the position that education is really distinctive for the deprived has already begun. This movement is accelerated by less (proportionately) government funds for research and by the deprived groups who resent and resist their continued exploitation by professors and doctoral students.

The federal governments' emphasis on action projects and the public schools' traditional antipathy toward research are now combined since more money will be channelled through schools than universities. (Universities exhorbitant overhead fees do not help this trend.) In any event, there will be even less systematic study than in the past, if that is possible.

The first goal of research is to objectively and honestly describe existing conditions, realities, problems, and events. The second goal is to extract fruitful hypotheses which explain and cause conditions such as those discovered in the descriptive phase. The third goal is based on sufficient replication of the hypotheses tested to be able to predict future events and conditions. Such research efforts are costly and time consuming. They also interfere with the purposes of government agencies, school people, and the public to not know and to preserve the schools as they now exist. Such groups will continue to pass off inadequate program evaluation as educational research.

Materials and media were at first considered an integral and fundamental requirement of programs for the deprived. This impetus has been dulled to the point where little if anything different is available. *Sesame Street* is the most commonly cited "creative material." Book, material, and media companies cannot be blamed since they carefully

reflect demands, rather than shape demands, as commonly alleged. The trend is for less interest and less support for specially tailored and relevant materials.

College standards and tests are another development related to the prognosis given in "Probable Future Developments." Projects such as Upward Bound; high school equivalency programs; open enrollment programs; special admission programs for Indians, Spanish-speaking people, and blacks were supposed to exert an influence on not only admission policies but programs in higher education. After more than a decade, these programs are out of existence or are on the ropes, and colleges are by-and-large unchanged in their responses to the deprived.

Programs have more frequently adopted the role of preparing youngsters for taking tests and for adjusting to college expectations than the reverse. Not only have colleges solidified, but so have all forms of "getting ready"; such as, national testing, assessment, and even the concept of regents examinations. Finally and perhaps most critically, the trends will cause a reconceptualization of welfare, particularly child welfare. Since expenditures by educational agencies for services (i.e., food, clothing, glasses, dental, medical care) are second only to reading, there will soon be a major rethinking of the role of school vis-a-vis the needs of the deprived. The important point here is that these expenditures will continue to increase, causing a showdown in role between schools and welfare agencies to be unavoidable.

In sum, the eight major implications of future developments in other areas of education will be stultifying. Non-deprived schools will be reinforced as models and will change less. Second, university-based teacher education will take on many of the characteristics of the 1930's, that is, fewer jobs; higher standards; and more academic, remote forms of study. This will be justified by an analysis of public education as hopeless and by a responsibility to support new forms of schooling. The net effect, however, will be to abandon the deprived. Third, the in-service education of teachers will be partially controlled by teacher groups but mostly by the school districts who will emphasize and reward the technical proficiences of traditional teaching. Fourth, the research and development needed to break the cycle will not be forthcoming, and this will compound the previous trends. For example, to be accountable for teaching self-concept in addition to skills, standardized tests need to be developed. In the absence of well-supported, long-term efforts to develop those tests, we can easily see that the tests available will continue to be seized upon--and these will continue to be the well-established and widely sold achievement tests. The fact that these measure less than 20 percent of the schools' long term purposes will be irrelevant. Fifth, college admission policies and programs will continue unchanged and will continue to exert present influences on schools in general. This will cause the perpetuation of artificial and unfair curricula on deprived populations. Sixth, materials and media developments will be even less creative than in the past, if that is possible. Seventh, the relation between federal support and local contribution will be exposed. Support for special programs are an effort to preserve the traditions in schools deemed essential by the non-deprived. When

this knowledge is publicly avowed, a new basis will be adopted--perhaps state income tax. Finally, the relation of educational welfare to social welfare will have to come into a new relationship. This will be achieved by some system of setting educational priorities for the deprived. Hopefully, a scheme which is humane and realistic will be clarified for distinguishing between educational and life services.

VALUE JUDGMENTS

Since this paper is already replete with my values, this section is devoted to those topics which I deem to be important considerations for educating the deprived and which I have not been able to elaborate on elsewhere.

1. *Schools will not shape society; neither will they reflect its practices.*

The old-line educationists asked, Dare the schools build a new social order? and got their "no" a long time ago. The present misconception is that schools reflect society. This is only partially true and sufficiently untrue to receive an explanation. Schools promulgate a culture which is not based on the rhetoric, the moral platitudes, and the ideals of our society, but neither is school culture an accurate reflection of the adult society. School culture is an artificial culture in limbo between society's ideals and life practices. School values cluster about five dimensions:

(1) The reading-writing syndrome which stresses more limited forms of intelligence than those used in the streets, in the world of work, or in living generally;
(2) The external control by others of one's body functions, eating, and schedule;
(3) A dominant emphasis on compulsive use of time;
(4) A devaluation of affect and demonstrations of joy, love, or any positive "over"-expressions; and
(5) A complete dependence on age-gradedness as the basis of comparing self with others; this in place of the functional or social bases used in life. These and other values make up a school culture.

To be "culturally deprived" is to be outside those groups which are able to practice these values. I feel comfortable with the term culturally deprived; therefore, provided it is applied to those students who do not practice the school culture and who lack "schoolsmanship." These students are not always the low-income or black students, but the working class students who are too simple and honest to play the game of school. If students consciously refuse to use schoolsmanship, that is, they reject the school culture, such as many militant blacks and Indians have, I would not describe them as culturally deprived. Cultural deprivation involves both not doing those things which will make one successful in school and also not knowing the operational norms for "making it."

2. *Schools are a social-political-economic institution which still reflects economic liberalism and competitive enterprise.*

A sixth value which belongs in point one is independence; that is, individual achievement which can be compared with others. The desire of government and local schools to serve all youngsters equitably is conscious demogoguery. In order for some to be successful others must, by definition, not do as well. There is no actual way for an individual child or youth to succeed in school--as the institution presently functions--apart from succeeding at someone else's expense. There are a limited and finite number of "good things" which when extended to large numbers cause the creation of "good things." For example, if too many get to college, then graduate degrees become the distinguishing mark in the competition.

3. *The more than four million people who work in schools have personal-social-professional needs to prevent basic organizational change and to seek improvements within existing structures.*

The school has become not merely an organization with a life of its own, but a social institution in American society. It is as easy, or difficult, to change as the other social institutions: the family, religion, government, economy. Most people assume, as with all our basic institutions, that they are sound and need improvement and not that they have radical (i.e., root) problems requiring massive revision.

4. *The long-term basic goals of schools have been set aside as laudable but unrealistic; all education is becoming more technical-vocational in the minds of increasing numbers of people.*

This contention is supported not only for low income and minority groups but for the most academically successful, white, majority college youth. Our people and our students generally expect education (even liberal education) to have a direct relationship to the world of work. Regardless of how school people or university people explain their purposes and irrespective of the present umemployment among college graduates, the public pressure to directly equate level of schooling with occupational--economic success is dominant. The net effect of this pressure is to make any skill a more important learning than any form of basic knowledge or self-understanding.

5. *All funding, particularly government funding, is intended to shore up, preserve, and make schools more efficient; there is no way to use these resources for significant system change.*

Administrators, bureaucrats, and other personnel are charged to administer and use funds in specific ways. The fiscal management (i.e., the letter of law) is frequently substituted for the overeaching or long-term purposes. Politicians who enact the bills are frequently concerned with an equitable pattern of expenditure so that every state gets something.

Inevitably we turn methods and procedures into "special" purposes. We have commented earlier on that net effect of government aid taking over decidedly less than "special" services which schools should be supporting as part of their regular programs. This eases the burden for local tax payers just enough to maintain their belief in the present system. The funding of compensatory programs is an efficient way to help support schools without changing myths of local responsibility or state control.

6. *School programs do not only reflect society's hypocrisies (i.e., racism, sexism, support of violence, etc.), but a value-pattern that is essentially anti-youth; alternative schools which are based on trust or humane approaches to students will never be widely accepted.*

The function (covert) of school is custodial. Young children are pushed off to be taken care of (by non-deprived as well as deprived groups), while secondary schools are good if their level of law and order is maintained. The status of student is an inferior one in every sense.

Psychiatrists explain this dynamic by claiming adult society envies and fears youth, that not having a legitimate place for them, custodialism is the only solution. Token semblances of open education and more humanitarian approaches will be tried but these will be among non-deprived groups where conditions are safest. Since youth are permitted no widespread and fundamental opportunities to participate in the life and work of society (except as consumers), an institution such as school is a realistic necessity; the question is for what purposes?

7. *"System solutions" such as money, integration, and more effective personnel will be "disproven"; there will be an increasing acceptance of the deprived youngsters' inadequancy as a basis for increasingly narrow curricula.*

Numerous proposals (e.g., educational vouchers) to change schools' organizations have been defeated by the educational system in recent years. Obstacles include not only school people, but the federal and state officials who sabotage even if it means "blood on the floor."[13]

The public supports the approach of the youngsters rather than the system being inadequate. The deprived groups inevitably join this bandwagon by demanding very narrow training (i.e., skills development) since having been themselves undereducated, they have limited understanding of educational purposes.

These judgments cannot be summarized; each has its own policy implications. I am not unwilling to use the term "deprived" if we define it as deprived of school culture. I am also willing to recognize

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[13] Ibid.

the value of the compensatory model provided that (a) the compensation is for the full range of one's schooling and not a one-shot, one-year program; (b) the compensation includes the skills to not be abused by the bureaucracy; and (c) the academic content of programs is not only skills but includes basic knowledge, affective education and the full range of thinking processes.

IMPLICATIONS FOR TEACHER EDUCATION

This discussion must inevitably make some assumptions about the reader's familiarity with the traditions and present status of teacher education programs. Such an assumption is necessary in order to devote the remaining analysis to making predictions about the future of teacher education programs--particularly if they respond to the trends already described for compensatory education programs. What is the nature of the teacher education which would support the kind of programs that will characterize tomorrow's compensatory education? Is it likely that such teacher education will be offered?

General Forces and Trends

Teacher education will not cut down quickly enough, if at all, the number of its graduates. Schools will seize the opportunity to employ graduates who will fit in and accept the schools as they basically are. In the early sixties, personnel officers, particularly in systems with large populations of deprived youngsters, were often forced to employ idealistic types who knew less about teaching basic skills than they were passionate for change. In future, those who seek "improvement from within" will dominate those who seek to "change the whole system." Few applicants who cannot convince future employers that they will support, defend, and enhance the institution of the public school as it essentially exists will be hired.

The implication for teacher education is clear. Radical, divergent, overly idealistic, politically-oriented, and more creative types will select themselves out or be screened out more systematically than was true in the past. The economic pressure on schools of education to retrench and become more selective will intensify. Programs will be more frequently limited to students who seem more amenable to accepting the compensatory approach.

The increasing militancy of teacher organizations will also mitigate against any innovativeness of teacher education programs. Grievance machinery and negotiated contracts are prone to ever-narrowing specifications of duties. This makes teaching increasingly technocratic and enhances functional forms of teacher education at the expense of programs based on self-analysis, humanization of schools, or broad socio-philosophic approaches. The logic is simple. If teachers are increasingly organized, then their functions and schedules become ever more precise; the clear acts of a functionary are easier to specify and monitor than the general behaviors of an independent professional. The pressure to prepare or retrain teachers will be in the direction of a

more technocratic view of teaching. The teachers' organizations will have an increasing stake and voice in making decisions about programs and state licensure procedures.

Teacher education will receive less federal training support than in past. When new teachers were needed formerly, it made more sense to look to the colleges. The compensatory programmers now view on-the-job and retraining as the goal--both for its immediate applicability and because they anticipate lower turnover rates for working teachers.

Preservice teacher education programs will respond to the lack of jobs by "raising standards" for admission into preparation programs. This will be operationally defined as higher grades and longer programs (e.g., five years). The result of this will be to penalize students who cannot afford five years of undergraduate study and to reward students who have the needs and skills to make grades. The former trend will keep minority and other low income students out of teacher education; the latter trend is especially interesting since there is no empirically validated relationship between college grades and teacher effectiveness. The research connections which do exist *separate* academic students from those students attracted to intellectual pursuits, social action, or self-study.

In sum, there will be increasing action and pressure by public schools and teacher organizations to participate in decision making which heretofore was the exclusive domain of college faculty in schools of education. The content of these decisions will support the compensatory movement by supporting schools as they now exist and teachers as they now function. In-service rather than preservice will take an increasing share of money, time, and effort of those engaged in teacher education. Innovations which are not immediately applicable to classrooms will be tolerated less. The selection of future teachers will commonly be based upon a resurrection of the traditional meanings of "standards," i.e., higher grades and longer programs of traditional college studies.

Specific Trends

The foregoing picture of general trends will be pursued under the banner of "making teacher education more accountable." This greater accountability, however, will not be tied directly to the youngsters, their parents, or even the practicing teachers, but to the schools as social institutions and bureaucratic organisms. Teacher education will become more accountable for supporting and enhancing the public schools in all their present approaches to offering compensatory education. Against this conservative background there will be a variety of specific trends within programs of teacher education; most of these trends relate to the content of what teachers will be taught or expected to learn.

CONTENT OUTLINE

Following is an outline summary of what content might be offered to future teachers to support the compensatory education movement and the likelihood of such content actually being offered.

1. *The teaching of reading and basic skills.*

Future teachers will be required by state law, universities, and public school board actions to complete specifically stated amounts of coursework in the teaching of reading. This is the heart of the compensatory program and the kind of content readily offered in traditional formats (i.e., coursework). It is highly likely that this trend will be continued and intensified on both pre- and in-service levels.

2. *The accountability of teaching performance.*

Compensatory programs emphasizing basic skills and standardized evaluations support the notion of teacher accountability. The parallel movement is presently being pushed in teacher education. The content will be in the form of preparing teachers with microteaching skills, the ability to state objectives in behavioral terms, the skills of precision teaching. This movement (i.e., performance-based teacher education) will be utilized to a limited degree in those teacher education programs which are university based; the mainstream of preparation on the preservice level (i.e., state universities) will continue to use this approach in a very limited way. It is highly likely that in-service teacher education will become more performance-based in order to mesh with the accountability pressures placed on the practicing teachers.

3. *The development of positive teacher expectations for pupil learning.*

This is an absolute necessity for future teachers. Unfortunately, it is not taught by means of the usual coursework or exposure experiences which merely permit students to reinforce their latent sterotyping. Changing negative attitudes and values toward the disadvantaged has been substantiated by research literature (that goes way beyond the original Rosenthal controversy), as a prerequisite for teaching basic skills, or anything else, with greater effectiveness. It is highly unlikely that this need will be met in teacher education programs. Courses, workshops, typical field experiences do not change teacher personality or deep-seated values learned through childhood socialization. The selection of who to train is a more critical determinant than any training programs we can presently offer.

4. *Materials, media, and equipment for teaching the disadvantaged.*

There will be continued research and demonstration in this area. Public schools will be able to purchase minimal amounts of new materials and equipment. It is unlikely that learning how to use the technology will occur in preservice education since the university budgets will be limited; it is more likely that in-service efforts will involve teachers with minimal amounts of new material and equipment. The values of both college faculty and classroom teachers mitigate against any widespread use of technology in instruction, regardless of its efficiency. In fact, the greater the efficiency, the greater the threat to present practices and actual job security.

5. *The recognition and treatment of rural and small town disadvantaged.*

The data do not support viewing the urban ghetto as containing the only, or even the majority, of disadvantaged youngsters. It is likely that the large number of state universities will continue to adequately support the notion that the disadvantaged are everywhere, since these schools have a vested stake (i.e., their existence) in doing so. On the in-service level, the rural and small town groups will be neglected since in-service is more available in larger, more urban districts and in larger universities which tend to be in urbanized areas.

6. *Knowledge and training to offer health and life services as a vital complement to compensatory programs.*

There is growing evidence (e.g., the Moynihan replication of the Coleman findings reported in 1972) that housing, employment, family life-style, health facilities, early language and value learnings, etc. are all significantly more important than any school services in influencing learning. In fact, there is much research to support the notion that these services must undergird, come prior to, and take precedence over the actual processes of schooling. It is likely that preservice and in-service programs will continue to overemphasize the potential value of instruction in order to support continuing widespread remedial instruction in compensatory programs and also continue to neglect learning about or offering health and life services instruction to teachers. Offering such health and life services is out-of-role for students preparing to teach as well as for practitioners. Similarly, the faculties of education in universities do not traditionally offer training in these "welfare" areas.

7. *Working with mildly retarded or emotionally disturbed in regular groups and classes.*

Since there will never be enough special facilities for the large number of individuals designated as disadvantaged, it is clear that practitioners must learn to serve a wide range of special youngsters in regular classrooms. It is quite likely that training will emphasize such skills in both the pre- and in-service levels.

8. *The skills and abilities needed to work in differentiated staffing.*

Special teachers, student aides, paraprofessionals, pupil tutors, parents, and others are frequently utilized in compensatory programs. In order to support the compensatory movement, teachers must have human relations abilities and the specific knowledge of specializing professional roles. It is unlikely that colleges will prepare teachers to work in teams since the student teaching model is still based on one cooperating teacher in a self-contained classroom. It is very likely that the in-service programs will implement the skills needed by teachers for working in a variety of staffing patterns. Since the schools will be receiving and expending monies for "additional" personnel, they will use these individuals in various ways.

9. *Teacher education must become practical and relevant in its applications.*

There are mixed college reactions to the shortage of teaching positions. In some programs, faculty respond by trying to meet the demand for specific teaching skills; in other instances, faculty respond by taking the position that "we might as well prepare people for the best of all non-existent worlds since they won't get jobs anyway." In most colleges, the response is neither of these. The support for theoretic, philosophic, academic, scholarly, and intellectual approaches will be much less than for programs which respond to present realities as perceived by practitioners and school administrators. It is even more unlikely that in-service education will permit even the small amount of theoretical emphases that was formerly permitted. It is highly likely that all training will be judged first on the basis of its immediate applications. This naturally assumes all present curricula, school organizations, and programs to be desirable and the need for applied teaching skills the only new inputs.

10. *Basic American values must be supported and enhanced in teacher education programs.*

A genuine devotion to cultural pluralism; individual differences; the right of community to have alternative, publicly-supported school programs; the development of non-standardized assessment--these and other "radical" ideas cannot be accepted and produce teachers who will support compensatory programs. Teachers must believe in the melting pot theory, minimal essentials for all, one good public school curriculum to serve all youngsters, and the fact that there exists one standard set of basic American values for all. It is also necessary for teachers to not only support the competitive economic system "which made America great" but to believe that standardized tests with their built-in comparison-competition is a basic preparation for life in this society. It is highly likely that preservice programs will produce sufficient numbers of graduates who believe in and act upon these values, for public school personnel to contiunue to be able to select and hire the people who will fit in. In-service personnel will generally need no training in these areas since they are already expert.

The compensatory education movement is one of the more important pressures on teacher education. Its general impact will be regressive in that it will seek to make the content and form of teacher education very similar to late nineteenth and early twentieth century training.

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This research study was designed to determine the effect of exposure to cultural-social-economic diversity on selected attitudes of elementary school teachers by investigating the effects on teacher tolerance and optimism of exposure to the usual classroom situation and an in-service training program. Results indicated that teachers with more than one year's experience with disadvantaged children were more optimistic in their approach, and that the training program made participants more liberal in their outlook.

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The different performance expectations teachers communicate to students they rank high and those ranked low in achievement was investigated. Observers rated dyadic contacts between the teacher and 12 students in each of four first grade classes. Analysis showed that expectations function as self-fulfilling prophecies.

Edgar, D. E., and D. K. Clear. "Training Change Agents in the Public School Context." Paper presented at American Education Research Association annual meeting, 1970, Minneapolis. 13p. ED 039 178. EDRS Price: MF-$0.65; HC-$3.29.

An evaluation of the Teacher Corps and the Ford Training Program and Placement Program, both of which have as their goals to train teachers capable of acting as change agents in the schools, indicates that they have not been successful in reaching this goal, and that school context is perhaps more important for the teacher than the type of training received.

Educational Testing Service. Research on the Disadvantaged: An Annotated List of Relevant ETS Studies, 1951-1969. Princeton: the Service, 1969. 54p. Publisher's Price: Free. ED 037 392. Not available from EDRS.

Contains resumes of 76 studies completed from 1951 to 1969 listed in 11 categories background factors; cognitive processes; development and functioning; educational and vocational attainment; evaluation of program; literature reviews; prediction; racial attitudes; school characteristics; test characteristics; test performance; theories, methods, and techniques. Twenty-two studies in progress are listed with brief annotations.

District of Columbia Public Schools. The Urban Teacher Corps 1963-1968. Description and Philosophy. Washington, D.C.: the Schools, 1968. 19p.
ED 038 350. EDRS Price: MF-$0.65; HC-$3.29.

The three essential components of the training program of the Urban Teacher Corps which are described and illustrated are (a) a supervised internship, (b) a series of after-school seminars offering credit toward the master of arts in teaching degree, and (c) direct involvement in the community. Also included is an organizational chart depicting roles and relationships of program personnel.

Gibboney, R. A., and others. An Evaluation of the Experimental Teacher Preparation Program in Urban Education. Philadelphia: University of Pennsylvania, School of Education, 1970. 283p.
ED 046 878. EDRS Price: MF-$0.65; HC-$9.87.

This study describes and evaluates the first year of a two-year masters degree urban teacher education program. The first year consists of four separate components--Community Orientation and Study, a one-semester microteaching course, Practicum in Teaching, and Practicum at the Pennsylvania Advancement School--each of which is evaluated separately on the basis of previously stated objectives. An appendix contains lists of objectives and questionnaires used in the evaluation.

Heath, R. W. and others. Evaluation of an E.P.D.A. Institute "Teachers for Multi-Cultural Education." Research and Development Memorandum No. 68. Stanford: Stanford University, Center for Research and Development in Teaching, 1970. 61p.
ED 046 884. EDRS Price: MF-$0.65; HC-$3.29.

An institute to retrain teachers (K-8) for multicultural education was evaluted to determine types of knowledge relevant to teaching in a minority community that can be successfully taught in an 8-week summer institute and changes in attitude and conceptual structure associated with the institute. Although findings indicated more success in correcting misinformation and imparting new knowledge than in changing attitudes, the institute was considered successful.

Kranz, P., and others. "The Relationships Between Teacher Perceptions of Pupils and Teacher Behavior Toward Those Pupils." Paper presented at American Educational Research Association annual meeting, 1970, Minneapolis. 13p.
ED 038 346. EDRS Price: MF-$0.65; HC-$3.29.

Subjects of this study were 11 urban elementary teachers and their 285 pupils. Data were collected on teacher verbal behavior, identification of pupils who were the object of each individually directed teacher behavior, and teacher perceptions of the academic potential and achievement level of each pupil. Findings suggest relationships between the teacher perceptions regarding a pupil and the teaching behavior directed toward that pupil.

Lesniak, R. J. "A Method for the Selection and Diagnosis of Fifth Year Urban Teaching Interns." State College: Pennsylvania State University, 1970. 18p.
ED 039 187. EDRS Price: MF-$0.65; HC-Not available.

The Classroom Behavior Task, a 10-minute classroom simulation developed to measure abilities of potential urban teachers was tested by comparing performance in the task with on-the-job performance.

Maclay On-Site Training Project. A Project in Teacher Training for Compensatory Education. Northridge: San Fernando State College, 1967. 13p.
ED 034 742. EDRS Price: MF-$0.65; HC-$3.29.

This final report summarizes the objectives and design of the overall project and its five components and relates research developments with ways of evaluating teaching effectiveness. Experimental research with a specifically constructed eye camera (designed to measure pupillary dilation as an indictor of attitude) demonstrated this attitude measure to be reliable and valid in the school situation.

Meierhenry, W. C. Mediated Teacher Education Resources. Washington, D.C.: American Association of Colleges for Teacher Education, 1970. 71p. Publisher's Price: $2.50.
ED 044 389. EDRS Price: MF-$0.65; HC-$3.29.

This catalog identifies and describes media resources for preservice and in-service teacher education programs. Resources are divided into six categories according to their form. Topics include child development, teaching methods, inner-city teaching, and classroom management problems.

Michelson, S. "The Association of Teacher Resourceness with Children's Characteristics." Paper presented at the Bureau of Educational Personnel Development Conference, "How Do Teachers Make a Difference," 1970. 75p.
ED 038 331. EDRS Price: MF-$0.65; HC-$3.29.

Analysis of the data from the 1965 Equal Educational Opportunity Survey showed that teachers resourceness for a child differs by the type of child. When correlated with school resources, the test scores of black and white sixth graders were different enough to suggest that teachers had different resource value for them.

Murphy, P. D. Training in Teaching Strategies: An Experimental Project. Final Report. Fargo: North Dakota State University, College of Home Economics, 1971. 31p.
ED 055 035. EDRS Price: MF-$0.65; HC-$3.29.

This study investiagated whether or not prospective teachers trained in teaching strategies would adopt a wider variety of strategies than an untrained group. Two training methods--a videotaped model and observation--and three subject groups were analyzed. The results favored training.

New York City Board of Education. The More Effective Schools Program. Brooklyn: the Board, 1971. 128p.
ED 055 063. EDRS Price: MF-$0.65; HC-$6.58.

This manual provides specific and practical information regarding the development of heterogenous classes and individualized instruction in

The More Effective Schools Program. Topics covered include school organization, various personnel, pupil evaluation, methods of maintaining descipline. Organization of heterogeneous classrooms are listed and an appendix includes parents' views of the program.

Poliakoff, L. The Disadvantaged. Part 2 of a Bibliographic Series on Meeting Special Educational Needs. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 36p.
ED 044 382. EDRS Price: MF-$0.65; HC-$3.29.

This bibliography contains 165 documents, organized in terms of type: bibligraphies, manuals, programs, research, reviews, and others.

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This study assessed the change in teacher attitudes and methods, and student attitudes and achievement as a result of a Teacher Self-Appraisal Inservice Program. Findings indicated an increase in reading readiness among disadvantaged children.

Rubeck, R. F., and others. A Guide for Urban Teacher Development. Final Report. Columbus, Ohio: Batelle Memorial Institute, 1970. 232p.
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This information guide subdivides teacher education into four areas of teacher development and provides information of particular interest to those developing teachers for urban schools.

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ED 040 977. EDRS Price: MF-$0.65; HC-$3.29.

This booklet aims to help teacher trainers familiarize teachers with the theory and use of the Reinforced Readiness Requisites (RRR) programs. RRR is a series of 145 lessons designed to give kindergarten and first grade entry and reading readiness skills to Mexican-American and Indian children and is based on tangible rewards and group cooperation.

Zintz, M. V., and others. The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. 76p.
ED 054 071. EDRS Price: MF-$0.65; HC-$3.29.

This paper alerts teachers to the difference in languages, values, and customs of minority group youth. It suggest ideals for developing security among learners of English as a second language.

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